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ABSTRACT

The Southeastern New Mexico Bilingual Program for 1971-72 was evaluated in this report. The academic growth in both English and Spanish and the self-image of 20 bilingual children randomly chosen from the 1st, 2nd, and 3rd grades were compared to 20 students in the 1st, 2nd, and 3rd grades in the standard program. Groups were matched by chronological and mental age, IQ, family income, family situation, number of children in family, parents' education and occupation, and home language. The evaluation instruments were the Peabody Picture Vocabulary Test in both English and Spanish; the Stanford Achievement Test; the Goodenough Draw-A-Man Test; the Self-Image Test; the Otis-Lennon Mental Ability; and the California Test of Basic Skills. Findings showed that the bilingual group fell lower in achievement than the control group; the bilingual program began to show improvement more in the higher grades; and the bilingual group did not lose any of its self-image during any one year although it did drop from the close of one grade to the close of another, whereas the control group lost during each year. (NQ)

ED 081549

FINAL EVALUATION REPORT

OF

SOUTHEASTERN NEW MEXICO BILINGUAL PROGRAM

FY 1971-72

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FINAL EVALUATION
1971-1972
SOUTHEASTERN NEW MEXICO BILINGUAL PROGRAM

The Evaluation Design

This final report attempts to follow closely the evaluation set-up as designed for the past school year. The design set certain goals to be attained in academic growth in both English and Spanish as compared to a control group in the standard program.

Another aspect of the design called for evaluation of the same groups in regard to the self-image. The goals set were to show that the children in the bilingual program would have a better self-image, be more responsive and less inhibited in realms of traditional restraints.

Informal study was given the reactions of teachers, aides, parents and community to the program with special attention paid to the increase of in- from former years.

The selection of valid instruments for this program and the population of this community has been quite a problem.

The Evaluation Instruments

1. The Peabody Picture Vocabulary Test is unsatisfactory for the pre and post testing needed throughout the several years. Some children remember from previous bouts with the instruments. It would be helpful if the Peabody Company would rearrange the order of picture designation for post testing. A Spanish version has been evolved by bilingual personnel who are thoroughly acquainted with the local variety of Spanish. However, the test should involve a different set of pictures from time to following time.

2. The Stanform Achievement Test which has been used from necessity is inadequate for children not too well acquainted with the English language and especially not with the Stanford terminology.

3. The Goodenough Draw-A-Man Test was used for aid in choosing the matching Bilingual and Control groups of children. This is not always a sure thing as older siblings have sometimes supervised artistic efforts in pre-school years. However, there is no section in the Evaluation Design for treatment of the Goodenough Test.

4. The Self-Image Test devised for use in this area suffered when some children started marking the item in the same position each time - possibly because of lack of understanding. The spring copy was rearranged to prevent this and it proved more reliable. The wording should be changed to conform to first grade recepts. The understanding of words such as "many", "few", "sometimes", and "somethings" are not too well understood by the average beginner.

5. The Otis-Lennon Mental Ability was given city-wide to first grades in the fall so the Bilingual Department followed with another in the spring. It was also given to the second and third grades by the Department, furnishing material for an interesting comparison with the scores from the Peabody.

The California Test of Basic Skills was administered as a city-wide test in the spring and repeated in the fall. If the Bilingual Department wishes to continue the SAT program it would be well not to include the results of the California in its evaluative processes.

6. The testing program suffers some what because of the variety of administrators, conditions and length of the processes. Since all children involved are scattered throughout various rooms in various schools, there is always a greater degree of adjustment for some than others. It might be well to collect all participants by bus to a room unfamiliar to any and the test administered to the entire groups by the same person.

Matching Control Group

The original plan for selection of a matching control group for the Bilingual children has been carried out each year from the inception of the program.

The Bilingual group of twenty youngsters chosen at random from the year's first grades are categorized and twenty counterparts are searched out for the Control group. Matching was done on the following basis:

Each bilingual student was matched with a standard program student as to:

1. Chronological age (within two months).
2. Mental Age (within three months).
3. I.Q. (measured on same instrument, within ten points).
4. Family on Welfare or not.
5. Family income comparable.
6. Family situation alike as to parents or parents at home.
7. Number of children
   (a). three or less
   (b). four to seven
   (c). over seven
8. Occupation of parents
   (a). skilled
   (b). unskilled
9. Parents education
   (a). under nine years
   (b). over nine years
10. Home language
    (a). predominately Spanish
    (b). predominately English
    (c). Spanish and English

Circumstances over which the Bilingual Department has no control can affect the groups considerably. Families move out of town or to a city school not involved with the program. Then replacements are necessary. Second, replacement screenings are often not so meticulously done and we sometimes find odd pairings. A second hardship is the high absentee factor, a condition nullifying complete analysis of any one group.

In the current year practice involving the spring Fiesta kept a high degree of excitement during the spring testing program (which unfortunately could not be further delayed). No doubt the scores of the Bilingual group suffered quite a loss.

Results of all recorded tests and fulfillment or lack of fulfillment are recorded in detail in the Bilingual office but only scores and percentages pertinent to the Evaluation Design are included in this report. Attempts have been made to follow the sequence of the design as closely as possible so that the reader may check for verification.

INSTRUCTIONAL COMPONENT

PERFORMANCE OBJECTIVE:

Dominant Spanish speaking children in the Bilingual Program will learn 5% more of the standard curriculum as compared to dominant Spanish speaking children of comparable age, grade and cultural groups who did not participate in the program.

Instrument Used:

Stanford Achievement Test

Limited Conditions:

1. Stanford Achievement Test has no beginning first grade test, so assumption of 0.0 grade is made for base line data.

2. Measurements for grades 2 and 3 are those of progress made from October to May tests.

3. Arithmetic and Spelling scores for 3rd grade were based on Metropolitan scores as none available in Stanford Achievement Test.

4. Initials WPV mean Word Meaning, Paragraph Meaning, and Vocabulary as these 3 deal with comprehension.

	FIRST GRADE BILINGUAL	FIRST GRADE CONTROL
WORD, PARAGRAPH, VOCABULARY		
Group mean	1.47%	1.62%
Assuming	0.0 as base line	
Pupil gain	1.47% pupil gain	1.62%

Control group gained .15% more than Bilingual group.

WORD, STUDY SKILLS		
Group mean	1.50%	1.70%

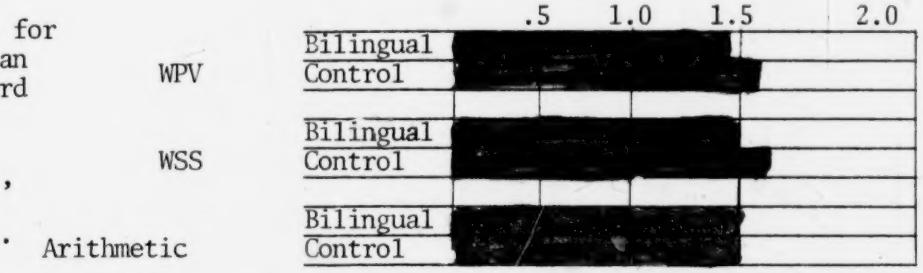
Control group gained .20% more than Bilingual group.

ARITHMETIC		
Group mean	1.50%	1.50%

No difference between groups.

Comment:

Results show performance objective was not achieved by 5.15% in Comprehensive Tests and by 5.20% in Word Study Skills. Total performance fell 5.175% below goal set.



5. Spelling and Word Study Skills have also been combined.

6. Study of I.Q.'s show first grades placed in Bilingual Program have lower averages leading to the assumption that there was bias in the allocation of children.

	Second Grade Bilingual	Second Grade Control
Word, Paragraph, Vocabulary		
Group Gain	32.36%	22.95%
Bilingual group gained 9.41% more than Control		
Spelling-Word Study Skills		
Group gain	52.63%	31.78%
Gilingual gained 20.85% more than Control		
Arithmetic		
Group gain	42.15%	32.33%
Bilingual gain of 9.82% more than Control		

Comment:

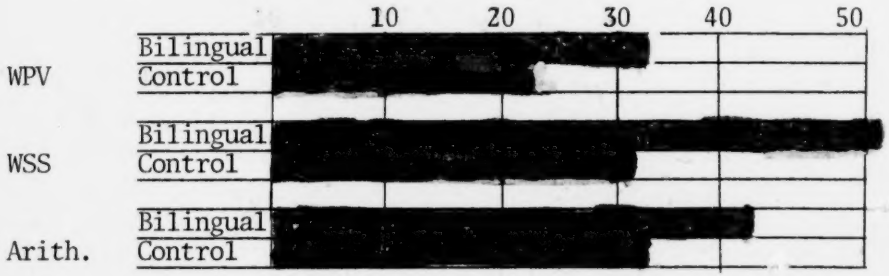
The second grade SAT results show the performance objective of the Dominant Spanish Speaking group was attained and also exceeded. The goal of 5% was reached and extended to 8.36% more. Lowest Achievement was in Comprehension which should be highest.

	Third Grade Bilingual	Third Grade Control
Word, Paragraph, Vocabulary		
Group gain	29.31%	15.43%
Bilingual gain of 13.88% more than Control		
Spelling-Word Study Skills		
Group gain	29.56%	9.12%
Bilingual gain of 20.45% over Control		
Arithmetic		
Group Gain	21.17%	12.60%
Bilingual gain of 8.57% more than Control		

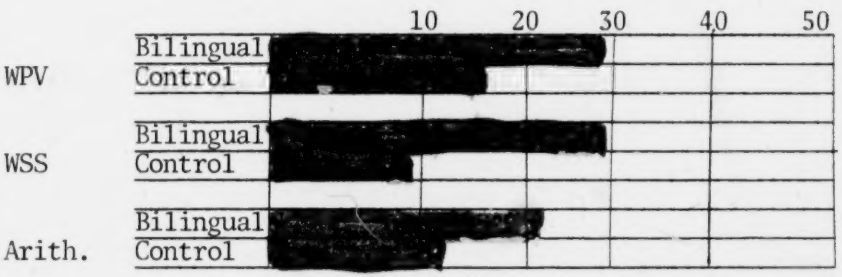
Comment:

The third grade SAT results show the Bilingual group to have surpassed the Control group with a 14.30 group gain. It is especially worthy of note to see the greatest increase is in the comprehensive field.

Stanford Achievement Second Grade



Stanford Achievement Third Grade



Performance Objectives:

Non-Dominant Spanish Speaking Children in the Bilingual Program will learn 5% more of the standard curriculum as compared to Non-Dominant Spanish Speaking Children of comparable grade age, and cultural group who have not participated in the program.

Instrument Used:
Stanford Achievement Test

Limiting Conditions:

1. Both Bilingual and Control First Grades had only one Non-Dominant Spanish Speaking Child. It is not feasible to compare the two groups.

2. Measurements for grades 2 and 3 are those of progress from May to May.

3. Comprehensive Tests (Word Meaning, Paragraph Meaning and Vocabulary) are combined.

4. Word Study Skills and Spelling are combined.

5. Use of California Test had to be used in 3rd grade, since some teachers did not give Stanford Achievement Test Arithmetic.

Second Grade

Bilingual		Control
	Words, Paragraph, Vocabulary	
Group gain	41.58%	25.54%
Bilingual gained 16.04% over Control		
	Spelling and Word Study Skill	
Group gain	48.43%	40.56%
Bilingual gained 7.87% over Control		

Due to absentees, test not worthy of recording.

Comment:

There are only 4 Non-Dominant Spanish Speaking Children in the Bilingual group and only 2 were present for the Arithmetic Test. The Control Group also had only 4.

The Second Grade Stanford Achievement Test results show the Non-Dominant Spanish Speaking Children of the Bilingual Group attained the goal set with a 14.63% gain over the Non-Dominant Spanish Speaking Children of the Control Group.

Third Grade

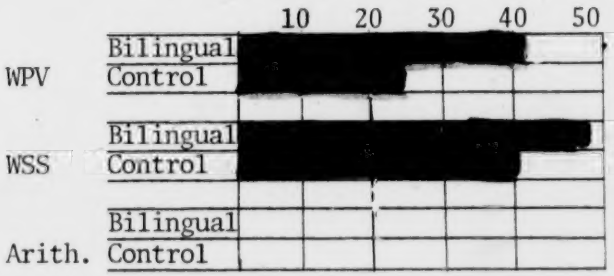
Bilingual		Control
	Words, Paragraph, Vocabulary	
Group gain	9.55%	30.24%
Bilingual loss 20.69%		
	Spelling and Word Study Skill	
Group gain	30.6%	60.34%
Bilingual loss 29.7%		

Comments:

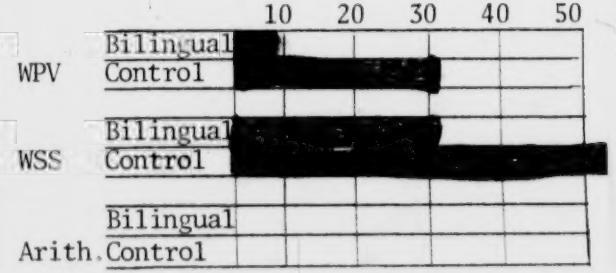
There are only 4 Non-Dominant Spanish Speaking Children in the Bilingual third grade. The Control Group had 7 but only 5 were present for the Arithmetic Test.

The Third Grade Stanford Achievement Test results show the Non-Dominant Spanish Speaking Children of the Bilingual Group fell far below the goal set. The average loss to the Control Group was 25.92% causing them to fall short of their goal by 30.92%.

Second Grade



Third Grade



Performance Objective

Non-Dominant Spanish Speaking Children in Lab Group will score as high as, or higher than the Non-Dominant Spanish Speaking Children of comparable grade, age, and Cultural Group who have not participated in the Program.

Limiting Conditions:

1. The Control Group had only one Non-Dominant Spanish Speaking Child. The Lab Group had 9 in the first grade.

2. Measurements for first grades will be based on 0.0 grade and any progress made will of necessity be the percentage of progress.

3. Categories are the same as those on previous pages.

THIS CAN IN NO WAY BE CONSIDERED VALID
THE NUMBER OF CHILDREN ARE TOO FEW.

First Grade

Lab (5) Children — Control (1) Child

Word, Paragraph, Vocabulary

1.84% — 2.5

Lab loss of .26%

Spelling and Word Study Skills

1.85% — 2.5

Lab loss of .66%

Arithmetic

1.73% — 1.4

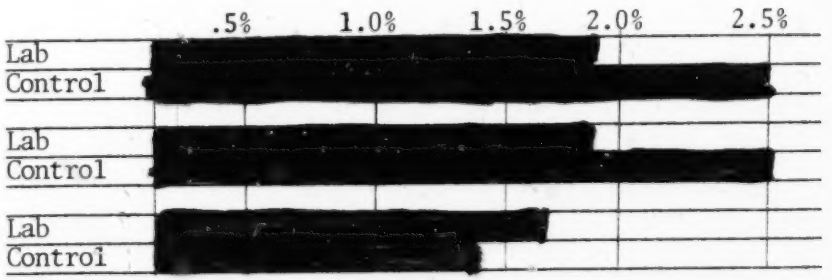
Lab gain .33%

Average Lab loss .58%

Comments:

This can in no way be deemed a valid comparison. The one child in the Control Group has an I.Q. of 105 while the average I.Q. of the Lab Group is 95. No Lab Child reached the reading scores of the Control Child.

First Grade



Performance Objective

Dominant Spanish Speaking Children in the Lab Group will learn 50% more of the standard curriculum as compared to Dominant Spanish Speaking Children of comparable age, grade, and cultural groups who have not participated in the program.

Limiting Conditions:

1. The Lab Group has 11 Dominant Spanish Speaking Children while the Control Group has 19 in the First Grade.

2. The 11 in the Lab Group average 84.7 in I.Q. although one girl is 124. The lowest is 62.

3. The Control Group has an average I.Q. of 93.6 the lowest being under 79.

4. No Lab Groups for Second and Third Grades.

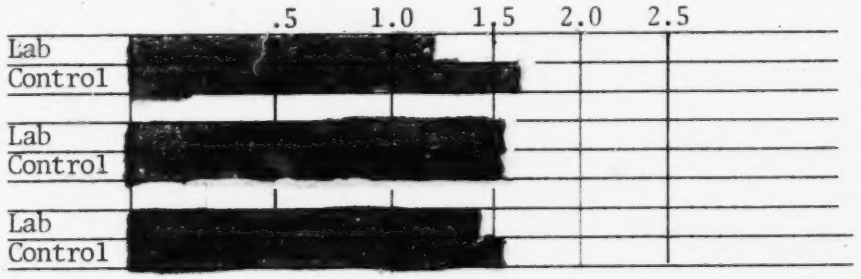
First Grade

Lab		Control
	Word, Paragraph, Vocabulary	
1.22%		1.62%
Lab loss .40%		
Spe	Spelling and Word Study Skills	
1.6%		1.6%
No loss		
	Arithmetic	
Gain 1.4		1.50
Lab loss .1		

Comment:

The loss of the Lab in regard to the Control is .27% or about 1/4% but the 5% goal was not reached so the Lab Group fell short of its aim.

First Grade



SUMMARY OF STANFORD ACHIEVEMENT RESULTS

Grade 1 - Results in first grade show the following:

1. The Bilingual Group as a whole fell .175% lower in Achievement than the Control Group.
2. The Non-Dominant Spanish Speaking Children of the Lab Group fell .58% lower than Non-Dominant Spanish Speaking Children of the Control Group.
3. The Dominant Spanish Speaking Children of the Lab Group fell .1% lower than Dominant Spanish Speaking Children of the Control Group.
4. I.Q.'s of the Bilingual Group average 94.9, Non-Dominant Spanish Speaking Children of Lab Group average 94.0 I.Q., Dominant Spanish Speaking Children of Lab Group 84.7.
5. I.Q.'s of rooms not involved in the program range from 99 to 105.

Obviously, there was a bias in allocation of first graders. The four sets of tests were done under rather harrowing circumstances as the children were excited in their praciticing for a Fiesta that same week. The Fiesta members were principally from the Bilingual Groups. The excitement on the part of the performers could easily account for a 5% error in response.

It will be well to note the small percentages quoted. The amounts are so minute as to be unworthy of note. Indeed, the average of the entire summary is so superior to results of achievement in years previous to the program that we may regard the above results as being very optimistic.

Recommendations:

1. Eliminate fall testing (except as dictated by school policy) for second and third grades.
2. Find out from school the series of tests that will be given and utilize for the program by giving the same as post-test in the spring.
3. Omit Otis Lennon Mental Ability Test for spring.
4. Begin April 15 or thereabouts for testing.
5. Begin a search for more adequate testing vehicles--such as criterion developed tests.

INFORMAL FINAL EVALUATION RESULTS

Page 8 of the Evaluation Design has the Process Objectives, Bilingual Component, thus: "All children will be taught by Bilingual teachers utilizing both English and Spanish for teaching purposes on a 50% classroom time basis." In a questionnaire given the teachers and aides at the close of the school year this question evoked the recorded answers:

Question: "To what extent was your classroom conducted in a bilingual manner?" (two languages used for instruction)

Answer:
- More English than Spanish .39%
- One subject taught in Spanish
- Two or three subjects in Spanish .44%
- All subjects taught bilingually .15%

The answers do not specify how often these classes were taught in Spanish. If they were given equal time the 15% group reached the goal set. The other groups would of necessity affect the over all picture. Perhaps a 30-% would be a correct

extimate. Visitation revealed the fact that all rooms allowed for a definite Spanish lesson in which vocabulary and pronunciation were emphasized. It appeared that oral participation by the pupils was inadequate in many classrooms.

In the Spanish Lab Component wherein it was designated that "All children will be taught standard curriculum by the use of a teacher-teacher aide team where at least one member of the team is bilingual. The bilingual aide will present all areas of the curriculum in Spanish under direct supervision of the lab-teacher on a 15 hour per week basis depending on teacher diagnosis of required instruction." Since the aides were in the classroom only in the mornings this would have required their constant teaching in Spanish. This was not accomplished. Even though 57% of the instructors felt teaching subject matter in Spanish is very important and 38% felt it is of some importance, they are constantly aware of the demands of a rigidly English curriculum and push hard to meet those demands. This situation is often seen in the sacrifice of the sciences for the requirements of reading. On site visitation showed there were efforts being made in the way of visual aide to help attain more efficiency and understanding in the Spanish language. The involved people realize the situation, are trying to adjust the daily routine to accomplish the desired goals and many express a desire to "have more time". The most outstanding achievement in the work is the advance of the para-professionals from clerical work to instructional activities.

The Evaluation Design (page10) states: "Students in the Program will be regularly instructed in the Spanish Language skills of listening, speaking, reading, and writing as outlined in the curriculum guide". This was to be checked by the Project Director in his monthly observations of the teaching and the inspection of lesson plans and teaching materials. The director made more frequent observations than designated in the Design and he noted that better results were obtained and teaching was more effective as the lesson plans were better planned.

A questionnaire prepared for all personnel reveal that although everyone felt the importance of teaching in Spanish, not so many were too sure of accomplishment. That may be because several of the professionals knew so little of the language themselves. Some pertinent questions and answers in line with this goal are:

Question: In your opinion, how well are your students prepared to operate in a bilingual setting?

Answers:		
	Have had little preparation.	5%
	Have had some preparation.	45%
	Have had adequate preparation.	25%
	Will do well.	25%

Question: How much improvement has the Spanish surname child made in his Spanish?

Answers:		
	5% or less	2% of teachers
	10%	17%
	30%	26%
	50%	28%
	70% or more	27%

Question: How much improvement has the English surname child made in his Spanish?

Answers:		
	5% or less	no instructors
	10%	13 plus %
	30%	27 plus %
	50%	22 plus %
	70%	36 plus %

From a study of the above figures we draw the conclusion that the teachers are not too sure of the results of their bilingual efforts. The first question drew forth some revealing answers. However, in the primary grades many pupils can not adequately express themselves in their native tongue and writing stories is a rather sketchy affair. If first and second grade children do write a few Spanish sentences it is an accomplishment.

The Design page 12 repeats this goal in regard to the program from the English "Language skills of listening, speaking, reading, and writing as outlined in the Curriculum Guidelines." The teachers in this program are very good ones and "hew the line" as regards the English Curriculum Guidelines. These are their feelings regarding the influence of the two language effect:

Question: In your opinion, what percentage of Spanish Surname Children in your class learned at least 5% more of the standard curriculum as a result of bilingual instruction?

Answers:		
	10% or less	15 plus % of teachers
	30%	20 plus %
	50%	20 plus %
	70%	25 plus %
	90% or better	15 plus %

Question: In your opinion, what percentage of Spanish Surname Children in your class have learned as much of the standard curriculum even though part of the instruction was bilingual?

Answers:		
	10% or less	5% of teachers (approximately)
	30%	2%
	50%	20%
	70%	25%
	90% or better	45%

Question: In your opinion, what percentage of English Surname Children in your class have learned as much of the standard curriculum even though part of the instruction was bilingual.

Answers:		
	10% or less	5% of teachers (approximately)
	30%	8%
	50%	2%
	70%	17%
	90% or better	64%

The answers to the queries definitely show the feeling that the Program is helpful to both groups. The response to the English Surname Children surpassed the Spanish Surnames which is surprising as well as pleasing. This overcomes any objection that sometimes arises over the English Speaking Child being slowed down in his learning.

PERFORMANCE	FIRST GRADE	SECOND GRADE	THIRD GRADE
1. All students in the Program will score higher individually on the Spanish version of the Peabody Picture Vocabulary Test than comparable students (age, grade and cultural background) not participating in the Program by the following standards: a. Dominant Spanish Speaking Students by 5% b. Non-dominant Spanish Speaking by 10% 2. All students in the Program will collectively score higher on the Spanish version of the Peabody Picture Vocabulary Test than comparable students (age, grade, and background) not participating in the Program by the following standards: a. Dominant Spanish Speaking Students by 10% b. Non-Spanish Speaking Students by 12%	Bilingual Dom. Sp. Sp. Control 12 or 61% exceeded 5% goal — Individual Comparison 18.94% — Total Comparison 409% Av. 94% — 20% Bilingual exceeded by +74% Non-Dominant Av. 18% — Indiv. Compar. Less 100% Bilingual + 118 Exceeded the required 10% Non-Dominant Total Bilingual Av. 18% Exceeded by the required 20% -- 100%	Biling. Dom.Sp. Control 6 or 43% exceeded 5% goal — Individual Comparisons Total Comparison 326% — 163% Av. Goal of — Av. 27% 10% reached — 13% Non-Dom. Indiv. Control Sp. Sp. Bilingual 2 exceeded by 10% Non-Dominant Total 74% — 83 Av. Exceeded Av. 24 by more than 20%	Biling. Dom.Sp. Control 8 or 16% exceeded 5% goal — Individual Comparison Total Comparison 716% — 85% Av. Goal — Av. 67% 10% — 55% Biling. Non-Dom. Control are ex- Sp. Sp. exceeded Indiv. by 10% Bilingual Non-Dominant Sapnish Speaking Total 283% — -57% Av. all exceeded by 20%
1. Dominant Spanish Speaking Individual a. All students did not score higher than their counterparts by 5%. 61% did. b. The one non-dominant Spanish Speaking Child in the Bilingual Group did exceed his match by 10% 2. Total a. All Dominant Spanish Speaking Students in Bilingual group did exceed all those of the Control Group by more than the required 10%. b. All Non-Spanish Speaking Students did exceed those of the Control by the 20% set. The goal was achieved except for 1. (a) above. However, the 61% shows a great improvement over percentages of previous years.	1. Dominant Spanish Speaking Individual a. All students did not score higher than their counterparts by 5%. 43%did. b. The Non-Dominant Spanish Speaking of the Bilingual did score the anticipated 5%. 2. Total a. Goals of 10% increase over Control Group was reached by Bilingual Spanish Speaking Group. b. Bilingual Group Non-Spanish Speaking Group did show a superiority of 20% over control group. Only 1 (a) above was not achieved.	1. Dominant Spanish Speaking Individual a. Goal not reached b. Goal reached 2; Total Goal a. Goal reached b. Goal reached

PERFORMANCE OBJECTIVE	FIRST GRADE INDIVIDUALS	SECOND GRADE INDIVIDUALS	THIRD GRADE INDIVIDUALS
Individual comparative scores on the English version of the Peabody Picture Vocabulary Test between students in the Program and comparable control students will show the following: a. Dominant Spanish Speaking Project Students will excell by 5%. b. Non-Spanish Speaking Project Students will score as high as control group students.	English Biling. 18 children Control 18 children 8 individuals or 44% reached the goal of exceeding their counterparts by 5%.	English Biling. 12 children Control 12 children 6 indiviudals or 50% exceeded their counterparts by the expected 5% over the Control.	English Biling. 13 children Control 13 children 1 individual or 7% reached the expected goal
	1 child / 1 child The one bilingual child (100%) did excell the one control child by 5%.	4 children / 4 children 2 individual bilinguals or 50% did as well as their Control counterparts.	2 children / 2 children 1 individual Non-dominant Spanish Speaking or 50% did as well as their Control counterparts.
Collective comparative scores on the English version for the Peabody Picture Vocabulary Test between students in the program and comparable control students will show the following: a. Dominant Spanish Speaking Project Students will excell by 10%. b. Non-Spanish Speaking Project Studnets will score as high as control group students.	First Grade Totals Dom. Sp. Sp. 740% / 496% Av. 41% / Av. 27% The Bilingual excelled by 14%	Second Grade Totals Dom. Sp. Sp. 153% / 94% Av. 12% / Av. 7% The Bilingual excelled by 5%.	Third Grade Totals Dom. Sp. Sp. 93% / 85% Av. 7% / Av. 6% The Bilingual excelled by 1%.
	Non-Dom. Sp. Sp. 18% / 27% 18% Av. / Av. 2% The Bilingual excelled by 16% (9%).	Non-Dom. Sp. Sp. 170% / 59% 42% Av. / Av. 15% The Bilingual excelled by 27%.	Non-Dom. Sp. Sp. 9% / 8% 4.5% Av. / 4% Av. The Bilingual excelled by .5%
	1. a. 44% of the comparisons revealed a 5% increase over their counterparts. b. This child scored higher but this is not a valid scoring. 2. a. Total Dom. Sp. Sp. children reached the goal. b. This child reached the goal.	1. a. 50% of the Bilingual children exceeded their counterparts by the expected 5% b. 50% of the Non-Dom. Sp. Sp. children did as well as their Control Counterparts. 2. a. In the total comparison the Bilingual students did not reach the expected 10% goal. b. The Non-Dom. Sp. Sp. Project students did score as high as counterparts on the whole.	1. a. 7% of the Bilingual children exceeded their counterparts by the expected 5%. b. 50% of the Non-Dom. Sp. Sp. children did as well as their Control counterparts. 2. a. In the total comparison the Bilingual students did not reach their 10% goal. b. The Non-Dom. Sp. Sp. Project students did score as high as the Control Counterparts on the whole.

Performance Objective

All students in the Porgram will have a 5% better self-image than control students of comparable age, grade, and cultural group not in the program as measured by a self-image scale.

First Grade Self Image

	Fall test	Spring Test	Numerical Inc.	% Inc.	
Bilingual	314	345	31	+9.8%	Bilingual surpassed Control by 15.1%.
Control	321.3	304.0	17	-5.3	Goal reached
		Second Grade			
Bilingual	299	319	20	+6.6%	Bilingual exceeded Control by 23.7%.
Control	355	294	61	-17.1	Goal reached
		Third Grade			
Bilingual	257	274	17	.07%	Bilingual exceeded Control by 18%.
Control	266	199	-27	-11%	Goal reached.

COMMENT:

1. One tester mentioned that during the Fiesta practice a critical remark caused many children to mark themselves low in musical accomplishment. This further shows the influence of teacher morale-boosting or belittling. It also reflects the volatile emotions of a child in regard to himself.

2. Tests show both groups are high at the beginning of their school careers. Both lose their self confidence at an alarming rate.

SUMMARY FOR PEABODY AND SELF-IMAGE

A study of the Spanish version of the Peabody Test reveals comparative results in the three grades involved. All fell short or the aspired 5% higher goal on the part of individual Bilingual Dominant Spanish Speaking Children when compared to their Control counterparts. It is interesting to note that had the children's positions in the line-up been changed the percentage would have risen 30% in the first grade, 7% in the second and 77% in the third grade. This last group would have lacked only one child reaching the desired goal. It is quite evident the program begins to show the improvements more in the higher grades- a very valuable point to remember. It is also necessary to keep in mind the fact that the Bilingual beginners as a group were so located as to fall about 5 points below other first grade rooms in their respective I.Q.'s. This fact should not be lost in the continuing process of comparison as the years pass by. It is unreasonable to require children to make progress of 5% more than children of higher I.Q. It is more than enough if they can just keep abreast.

In the English version of the Peabody Test the results show the highest percentage is with the first grade with a gradual drop through the third. This does not necessarily mean the saturation point is being reached but it may point favorably to an expanding basis from which to figure progress percentage. Although the performance objective in the Evaluation Design was not met, scores were quite complimentary in the light of the limiting conditions-differing I.Q.'s, unfamiliarity with phraseology, outside interferences, etc.

The results of the Self-Image test cannot be too valid as emotions are exceedingly hard to measure. Children are so susceptible to praise, criticism, home disturbances, a previous bad grade, disapproved clothing, etc. that accurate measurements are impossible. The Bilingual Group, however, lost none of its self image during any one year, although there was a perceptible drop from the close of one grade to the close of another. Each of the Control Groups lost during each year, increasingly so beyond the first grade. Although this is a difficult area to measure it is probably the most important factor in the learning rate of any child.

STAFF DEVELOPMENT AND MATERIALS PRODUCTION

In the way of Staff Development (Evaluation Design pp. 15, 15a, 16, 16a,) five workshops for both professional and para-professional personnel were held:

September 11, 1971 - Bilingual Education - Orientation of faculty - 57 present.
September 14, 1971 - Ethnic Folklore - 58 present.
October 9, 1971 - Accountability - 63 present.
December 17, 1971 - Open Classroom - 77 present.
March 24, 25, 1972 - Cultural of Mexican-American Child - 66 present.

These served the purpose of providing opportunities for further development in instructional methods, evaluation strategy and curriculum development. The purpose was to enable teachers to diagnose areas of learning difficulties and to recommend correctional and instructural procedure. The teachers expressed themselves concerning workshops and in-service training thusly:

27% felt them to be of average effectiveness
34% thought they met the needs
39% felt they were very good.

Furthermore in Staff Development (Design pp. 17, 17a, 18, 18a,) equipment was installed in classrooms when feasible or left at the Project Office awaiting call. Training was given in use of the many available machines. Materials of great variety were available and supplies constantly replenished. New Materials were constantly being developed with five volumes of the Treasure Book of Stories being completed. Teachers were urged to request any materials they might desire and those orders were sent in. 48% of the teachers felt the materials were of average effectiveness, 25% thought them above average and 12% felt them to be very effective. In measuring the extent of usage of materials, 27% used some materials, 30% used about half of them, 35% used more than half and 7% used all the materials available. 9% of teachers felt the materials lacking in Spanish, 27% thought them average in availability, 32% thought their needs had been met and 32% felt the materials very adequately available.

The School-Community Coordinator kept very detailed daily record of all events and visits that pertained to community involvement and her huge scrapbooks have caused much excitement and heightened interest of Bilingual activities. Enthusiasm has grown from the publicity given all the field trips, entertainments, parent involvement and library. The 20% increase expected has obviously been reached in Community Involvement as noted in the Design p. 19, 20, 21. Attendance at school affairs rose 219%, field trip participation some 75%. Library popularity increased about 80% with users including teachers, high school students and townspeople not ordinarily too library-conscious.

In accordance with the Design p. 22 and 23 the Project Director has fulfilled the extensive list of requirements. In addition he has had to work over his budget countless times to satisfy requests from higher offices, entertain so many out of town interested persons involved in similar projects and listen to so many tales of woe that this evaluator is amazed at his ability to be so patient, tenacious, and efficient.